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ABSTRACT

This competency-based preservice home economics teacher education module on cultural food patterns is the fourth in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, one unit of instruction is presented (includes one lesson on cultural and ethnic variations). The unit includes the following elements: objectives, overview, narrative summary, suggested lesson activities, suggested resources (readings), and a unit progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

FOODS AND NUTRITION

MODULE I-C-4 CULTURAL FOOD PATTERNS

1978

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California State Department of Education
Sacramento

CE 019 914

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

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CULTURAL FOOD PATTERNS

Module Objectives

The MATCHE student will be able to adapt existing meal plans and/or diets by using foods that are acceptable to diverse groups and cultures, and correctly demonstrate the method of preparation of one of the meal plans.

The MATCHE student will be able to recommend additions to an inadequate diet so that the diet would meet MDA standards and be acceptable to the individual with a limited budget.

Module Overview

Acceptance of food is the first step toward achieving nutritional adequacy. It is often necessary to modify existing food patterns to meet the satisfaction of individuals from different cultural groups or of individuals with specific nutritional needs, beliefs, and practices.

This module will help you modify food patterns by incorporating or introducing new foods of equivalent or additional nutritive value. This module consists of one unit:

Unit: Cultural Food Patterns

UNIT

CULTURAL FOOD PATTERNS

Objectives

Given a list of various foods identified with specific subcultures, the MATCHE student will be able to state the culture with which each food is associated and be able to demonstrate one correct method of preparation for each food.

Given a list of various foods, the MATCHE student will be able to list for each food comparable foods which meet or exceed the nutritional value of that food and be able to demonstrate one correct method of preparation for each food.

Given five cultural diet patterns, the MATCHE student will be able to suggest foods that would be acceptable comparable substitutions, considering such factors as budget limitations, seasonal foods, food resources, and improved nutritional status.

Overview

Food habits differ from one cultural group or region to another because each group sets up a standardized behavior pattern of great complexity. Members of each culture consume those foods available and appropriate to their culture without internal pressure. However, consumption of foods which are unacceptable may cause conflict and bring about internal pressure.

The purpose of this unit is to help you to learn acceptable foods associated with certain subcultures and their correct methods of preparation. In addition, after completion of this unit you will be able to list foods which are comparable to those subcultural foods and their correct preparation methods.

Lesson: Cultural and Ethnic Variations

In addition to the narrative summary, all of the resources and activities presented in this lesson will give you an understanding of the food preferences within ethnic and cultural groups.

Narrative Summary

Food preferences vary within racial, ethnic, and cultural groups. The socioeconomic position of people heavily influences their food selections and preparations. Variations within the culture also occur, but comparable foods are recognized and, though different, can be nutritionally sound.

Suggested Activities

1. Visit a local market and make a list of ten foods which you have never eaten or seen before. Try to find out which people frequently purchase the foods. Is there any particular cultural or ethnic group that you found favors a particular food? Sample at least three of the ten foods.

2. Research food patterns of cultural and ethnic groups. Plan a day's menu for two ethnic groups and state the cost of each.

3. Present a display of various ethnic or cultural foods. Analyze and evaluate the diet on terms of nutritional value and cost.

4. Suggest ways in which new foods can be made acceptable for incorporation into the normal food pattern.

5. Obtain five different cultural or ethnic foods from a store and prepare them for a group of individuals. Why were some foods accepted by some individuals but rejected by others?

Suggested Resources

American Dietetic Association. Cultural Food Patterns in the U. S. A. Chicago: American Dietetic Association, 1976.

Arnott, M. L. Gastronomy - The Anthropology of Food and Food Habits. Chicago: Aldine Publishers, 1975.

Clydesdale, F. M., and F. J. Frances. Food, Nutrition and You. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Gifft, H. E. et al. Nutrition, Behavior and Change. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Lowenberg, M. E. et al. Food and Man, Second Edition. New Jork: John Wiley and Sons, 1974.

Sebrell, William, and James Haggerty. Food and Nutrition. New York: Time Inc., 1967.

Wilson, C. S. "Food Habits: A Selected Annotated Bibliography," Journal of Nutrition Education. 5 (Suppl. 1):41-72. January, 1973.

Unit Progress Test

Student_____

Cultural Food Patterns

Instructor_____

Date_____

1. List three cultural or ethnic groups in California and describe the typical diet pattern for each.

   a.

   b.

   c.

2. What are three foods from each of the Basic Four food groups that you might expect to find in a Mexican American home?

Meat Group	Milk Group	Vegetable/Fruit Group	Breads/Cereal Group
a.	a.	a.	a.
b.	b.	b.	b.
c.	c.	c.	c.

3. List several means of incorporating new food or improving diets.

ANSWER KEY
UNIT PROGRESS TEST

Cultural Food Patterns

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. (any answer acceptable to the instructor) Answer could include:

   Mexican American
   Chinese
   Japanese
   Black
   American Native

2. (any answer acceptable to the instructor) Answer could include:

Meat Group	Milk Group	Veg/Fruit Group	Bread/Cereal Group
beef	cheddar cheese	spinach	rice
pork	Monterey Jack cheese	tomatoes	tortilla
chicken	Parmesan cheese	corn	fideo
tripe	cottage cheese	peppers	corn meal
fish	flan	chili pepper	macaroni
dry beans		guava	
chick peas		oranges	
		cactus leaves	
		zapote	
		cactus fruit	
		squash	

3. (any answer acceptable to the instructor)

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

MODULE PRE/POSTTEST

Student_____

Cultural Food Patterns

Instructor_____

Date_____

Student:	The pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List an alternate food which meets or exceeds the nutritional value of each listed food.

chicory	kale
asparagus	strawberries
tortilla	mango
rice	dried apricots
soybeans	cottage cheese

2. Given below is a description of an existing menu for individuals in the middle-class American white culture. Write a menu for the three cultures listed below using foods that are acceptable to the individuals of that culture.

   An American Indian, Black, and Chicano of middle age and of traditional heritage beliefs are eating foods common to middle-income American whites, e.g., hamburgers, roast, mashed or fried potatoes, corn-on-the-cob, broccoli, jello, and ice cream. They would like foods which are traditional to their cultures.

3. Based on the menu below, write a substitute menu for one day for a pregnant teenager from one of the three cultures given in question 2. The substitute meals must be adequate in nutritional value and equivalent or lower in cost.

Breakfast	Lunch
orange juice	salad bowl with mixed greens, diced ham, cheese, tomato wedges, French dressing
soft cooked egg	whole wheat muffin with butter
whole wheat toast	fresh fruit
milk	milk

Dinner

roast chicken
rice
green beans
whole wheat bread with butter
orange sherbet
milk

ANSWER KEY
MODULE PRE/POSTTEST

Cultural Food Patterns

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1.

listed food	equivalent or comparable food
chicory	collard greens
asparagus	string beans
tortilla	cornbread
rice	potato
soybeans	pork chops
cottage cheese	omelet
kale	spinach
strawberries	orange
mango	papaya
dried apricots	prunes

(any other answers which are acceptable to the instructor)

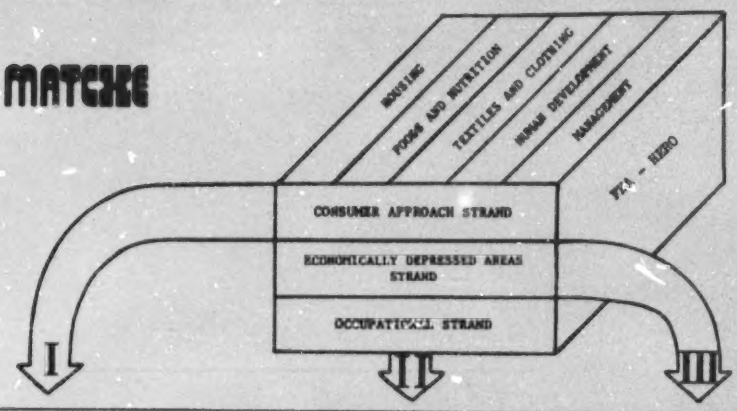
2.

Chicano	Negro-Black	Indian
beef floutas	ham hocks/chicken	fish/mutton
salsa	collard greens	squash
chili peppers	sweet potato pie	turnip
tortillas	hominy grits	cornbread

(any other answers which are acceptable to the instructor)

3. (any answer acceptable to the instructor)

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
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